

# Unit 1 - The Challenge of Heroism

Content Area: **English Language Arts**  
Course(s): **Generic Course**  
Time Period: **Generic Time Period**  
Length: **35-38 class periods**  
Status: **Published**

## Unit Overview

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This unit focuses on the challenge of *heroism*. Because this word is used every day—in television shows, movies, video games, books, the news, school—we rarely take time to actually think about what it means. In this unit, you will be introduced to the **archetype** of the Hero's Journey and study various examples of heroes and how their journeys fit the archetype. You will also have the opportunity to practice informational writing and write a definition essay about heroism.

As you set out for Ithaka

hope your road is a long one,

full of adventure, full of discovery.

Laistrygonians, Cyclops,

angry Poseidon - don't be afraid of them;

you'll never find things like that on your way

as long as you keep your thoughts raised high...

-from "Ithaka" by C.P. Cavafy

## Transfer

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AP/College Readiness

- Analyzing writer's craft (Activities 1.5, 1.7, 1.12)
- Making careful observations of textual detail (Activities 1.5, 1.6, 1.7, 1.8, 1.12, 1.14)
- Making meaning of a wide variety of texts of literary merit (Activities 1.6, 1.7, 1.12, 1.13)
- Applying a literary archetype to literary text (Activities 1.3, 1.5, 1.6, 1.7, 1.8)
- Writing for a variety of purposes (Activities 1.5, 1.6, 1.12, 1.13, 1.17)
- Focusing deliberate attention on the craft of sentence-level writing (Activities 1.3, 1.5, 1.6, 1.14)
- Analyzing an image as text (Activities 1.7, 1.14)
- Recognizing and correcting improper sentence structure (e.g., sentence fragments and run-ons). (Activities 1.3, LC 1.8)

## Meaning

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### Understandings

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To create and present an original illustrated narrative based on the Hero's Journey Archetype.

To analyze and synthesize a variety of texts to develop an original definition of *hero*.

To analyze and evaluate informational and narrative texts for ideas, structure, and language.

To compose texts that convey information about a topic using strategies of definition.

### Essential Questions

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- What defines a hero?
- How does the Hero's Journey archetype appear in stories throughout time?

## Application of Knowledge and Skill

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### Students will know...

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#### Language and Writer's Craft

- Verbs and Mood

#### Academic Vocabulary

- concise
- nuance
- function
- negation
- coherence

#### Literary Terms

- archetype
- pacing

- mood
- point of view
- epic
- mnemonic devices
- tone
- diction
- denotation
- connotation
- allegory

## **Students will be skilled at...**

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### **Embedded Assessment 1: Writing a Hero's Journey Narrative**

- Create a complex, original protagonist
- Establish a clear point of view, setting, and conflict
- Use precise and engaging details, dialogue, imagery, and description
- Include a variety of enhancing visuals
- Engage and orient the reader with detailed exposition
- Sequence plot effectively, including a variety of steps from the Hero's Journey archetype
- Use a variety of transitional strategies effectively and purposefully
- Provide a thoughtful resolution
- Present using effective volume, clarity, and eye contact
- Demonstrate command of conventions of standard English capitalization, punctuation, spelling, grammar, and usage (including appropriate use of a variety of moods)

### **Embedded Assessment 2: Writing a Definition Essay**

- Use all three strategies of definition effectively to define a hero
- Maintain a precise and original thesis
- Integrate relevant supporting details and evidence (quotes and paraphrases) with citations and commentary
- Introduce the central idea with an engaging hook, bridge, and thesis
- Organize ideas with focused support paragraphs that progress smoothly
- Create coherence with a purposeful use of a variety of transitions and topic sentences
- Provide an insightful conclusion
- Use consistent diction and style appropriate for an academic audience
- Demonstrate command of conventions of standard English capitalization, punctuation, spelling, grammar, and usage (including complex sentences)

## **Academic Vocabulary**

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### **Vocabulary**

- Context
- Concise
- nuance

- Function
- Negation
- coherence

### **Literary Terms**

- Archetype
- Imagery
- Setting
- Point of View
- Conflict
- Mood
- Plot
- Pacing
- Epic
- Tone
- Diction
- Denotation
- Connotation
- Allegory

### **Learning Goal 1 - Level Three**

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Students will apply their knowledge of the hero's journey archetype to write and create an illustrated narrative about an original hero.

### **Assessments**

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- Grade 8, Unit 1 - Digital Assessment
- Grade 8, Unit 1 - Digital Open Response Assessment

### **1.1 Previewing the Unit**

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SWBAT:

- Discuss the big ideas and vocabulary for the unit.
- Demonstrate an understanding of the skills and knowledge needed to complete Embedded Assessment 1 successfully.

LA.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Learning Strategies & Vocabulary

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### Learning Strategies:

- Think-Pair-Share
- QHT
- Close Reading
- Marking the Text
- Paraphrasing
- Graphic Organizer
- Note-taking

### Vocabulary:

archetype

## 1.2 Understanding Challenges

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### SWBAT:

- Analyze and collaborate to discuss quotes and identify connections between the concepts of *challenges* and *heroism*.
- Follow complex oral instructions to complete a group task.

LA.RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LA.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## Learning Strategies

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### Learning Strategies:

- Collaborative Discussion
- Graphic Organizer
- Note-taking

## Formative Assessment Opportunities

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- p. 5-6 Concept Challenge Quote Chart
- p. 6 Check Your Understanding

## 1.3 Understanding the Hero's Journey Archetype

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### SWBAT:

- Identify the archetype of the Hero's Journey within the genre of the adventure story or myth.
- Identify the stages of the Hero's Journey within a film.

LA.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LA.RL.8.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
LA.RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.8.9.A	Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
LA.L.8.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

## Learning Strategies & Vocabulary

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## Learning Strategies:

- Metacognitive Markers
- Close Reading
- Graphic Organizer
- Note-taking
- Collaborative Discussion

## Vocabulary:

- pacing
- theme

## Formative Assessment Opportunities

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- p. 10 Focus on the Sentence
- p. 8-9 Hero's Journey Archetype Chart

## 1.4 Planning for Independent Reading

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SWBAT:

- Set criteria for a reading text.
- Set goals for an independent reading plan.

LA.RL.8.5

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

LA.W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

## Learning Strategy

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Learning Strategy:

Collaborative Discussion

## Formative Assessment Opportunities

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- p. 11-12 Reading Discussion Groups

## Planning Independent Reading

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- p. 11 Hero's Journey archetype

## 1.5 The Onset of Adventure

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SWBAT:

- Analyze the imagery in a poem and describe how it achieves specific ideas, themes, and moods.

LA.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RL.8.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
LA.W.8.9.A	Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

## Learning Strategy & Vocabulary

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**Learning Strategies:**

- Marking the Text
- Discussion Groups
- Rereading
- Summarizing
- Sketching
- Visualizing

**Vocabulary:**

- figurative language
- mood

## Formative Assessment Opportunities

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- p. 15 Making Observations
- p. 15-16 Text Questions
- p. 16 Focus on the Sentence

## Independent Reading Link

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- p. 16 Read & Connect

## 1.6 The Departure

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SWBAT:

- Analyze a story for structure and narrative techniques.
- Draft the opening for an original Hero's Journey narrative.

LA.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LA.W.8.3.A	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
LA.W.8.3.B	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
LA.W.8.3.C	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
LA.W.8.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
LA.L.8.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.8.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

## Learning Strategies & Vocabulary

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Learning Strategies:

- Marking the Text
- Close Reading
- Diffusing
- Rereading
- Summarizing

Vocabulary:

point-of-view

## Formative Assessment Opportunities

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- p. 21 Making Observations

- p. 22 Focus on the Sentence
- p. 22-24 Text Questions
- p. 24 Narrative Elements Chart
- p. 25 Original Hero Sketch
- p. 26 Draft Opening Paragraph

## Independent Reading Link

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- p. 26 Read & Recommend

## 1.7 The Initiation

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SWBAT:

- Demonstrate understanding of the Hero's Journey archetype by drafting and illustrating an event in a hero's Road of Trials.
- Analyze how characters' motivations and behaviors influence events and resolution of the conflict.
- Analyze how punctuation and line length influence a poem's meaning.
- Integrate ideas from multiple texts to provide knowledge and vocabulary about a theme.

LA.RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LA.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LA.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.8.3.A	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
LA.W.8.3.B	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
LA.W.8.3.C	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
LA.W.8.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
LA.L.8.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.8.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

## Learning Strategies & Vocabulary

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Learning Strategies:

- Marking the Text
- Note-taking
- Shared Reading
- Close Reading
- Diffusing
- Skimming/Scanning
- Visualizing

**Vocabulary:**

- epic
- mnemonic devices

**Formative Assessment Opportunities**

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- p. 28 Knowledge Quest: Knowledge Question
- p. 34 Knowledge Quest
- p. 34-36 Text Questions
- p. 36 Character Analysis Chart
- p. 37 Check Understanding Chart
- p. 37 Knowledge Quest
- p. 39 Knowledge Quest Images
- p. 40 Draft Embedded Assessment
- p. 40 Mood Graphic Organizer

**Independent Reading Link**

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- p. 27 Read & Discuss
- p. 39 ZINC-poetry & fiction

**1.8 The Return**

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SWBAT:

- Analyze a novel excerpt for archetype and narrative techniques.
- Draft and illustrate the final event in a narrative.

LA.RL.8.1

Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

LA.RL.8.9

Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and

background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

LA.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.8.3.A	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
LA.W.8.3.B	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
LA.W.8.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
LA.W.8.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
LA.W.8.9.A	Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
LA.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.8.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.8.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

## Learning Strategies

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### Learning Strategies:

- Marking the Text
- Close Reading
- Diffusing
- Skimming/Scanning
- Drafting
- Visualizing

## Formative Assessment Opportunities

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- p. 47 Making Observations
- p. 47-48 Text Questions
- p. 49 Check Your Understanding
- p. 49 Return Stage Graphic Organizer
- p. 61 Draft Return Stage
- p. 61 Return Stage Graphic Organizer

## Language Checkpoint

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- p. 49 Verbs & Mood
- p. 62-65 Understanding Sentence Boundaries

LA.W.8.3.C	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
LA.W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## 1.9 Revising and Editing

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SWBAT:

- Identify and apply effective techniques and strategies for writing groups.
- Revise and edit a narrative draft through a collaborative writing group.

- p. 66 Writing Group Roles
- p. 67 Revision Process
- p. 67-68 Self Edit & Peer Edit
- p. 68 Check Your Understanding

LA.W.8.3.A	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
LA.W.8.3.C	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
LA.W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.L.8.2.C	Spell correctly.

## Learning Strategies

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Learning Strategies:

- Collaborative Discussion
- Sharing and Responding
- Summarizing
- Self-Editing/Peer-Editing

## Independent Reading Checkpoint

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- p. 68 Accomplishments

## Summative Assessment - Writing a Hero's Journey Narrative

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SWBAT:

- Think about the heroes they have encountered in fiction and real life.
- What type of hero appeals to them?
- Write and create an illustrated narrative about an original hero using the Hero's Journey archetype to develop and structure their ideas.
- Orally present narrative to classmates.

LA.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.8.3.A	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
LA.W.8.3.C	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
LA.W.8.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
LA.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.8.2.A	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

## Related Documents

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### Learning Goal 2 - Level 3

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The students will think about people who deserves status as heroes - from the past, from the present, from life, and from literature in order to write a multi-paragraph essay that develops their definition of heroism using the function, negation, and example definition strategies to guide their writing.

### 1.10 Unpacking Embedded Assessment 2

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SWBAT:

- Reflect on previous learning and make connections to new learning.

- Identify and analyze the skills and knowledge necessary to be successful in completing Embedded Assessment 2.

LA.RI.8.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.8.2.A	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
LA.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

## **Learning Strategies & Vocabulary**

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### **Learning Strategies:**

- QHT
- Close Reading
- Paraphrasing
- Graphic Organizer

### **Vocabulary:**

concise

## **Independent Reading Link**

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- p. 71 Reading Plan

## **1.11 The Nuance of Tone**

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SWBAT:

- Differentiate between denotation and connotation.
- Analyze how connotation creates tone.

LA.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word
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	choices on meaning and tone, including analogies or allusions to other texts.
LA.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.8.5.B	Use the relationship between particular words to better understand each of the words.
LA.L.8.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
LA.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Learning Strategies & Vocabulary

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### Learning Strategies:

- Note-taking
- Graphic Organizer
- Discussion Groups

### Vocabulary:

- tone
- diction
- denotation
- connotation
- nuance

## Formative Assessment Opportunities

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- p. 72-73 Tone / Nuances
- p. 73 Check Your Understanding
- p. 73 Denotation Chart

## Assessments

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- Grade 8, Unit 1 - Lessons 1.11-1.12: Digital Activities
- Grade 8, Unit 1 - Lesson 1.13: Digital Activity
- Grade 8, Unit 1 - Lessons 1.14-1.16: Digital Activities
- Grade 8, Unit 1 - Lessons 1.3-1.6: Digital Activities
- Grade 8, Unit 1 - Lessons 1.6-1.10: Digital Activities



## 1.12 Physical and Emotional Challenges

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SWBAT:

- Analyze and compare text structures across genres.
- Make connections between elements in different genres.

LA.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LA.RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LA.W.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.W.8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.W.8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.

## Learning Strategies

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Learning Strategies:

- TP-CASTT
- Diffusing
- Paraphrasing
- Summarizing
- Close Reading
- Marking the Text
- Freewriting

## Formative Assessment Opportunities

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- p. 75 Making Observations
- p. 76 Text Questions
- p. 76-77 TP-CASTT
- p. 80 Making Observations
- p. 80-81 Text Questions
- p. 81 Check Your Understanding

- p. 81 Freewriting
- p. 81 Informational Writing Prompt

## 1.13 Definition Strategies

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SWBAT:

- Analyze characteristics and structural elements of informational texts.
- Synthesize information to create a deeper understanding of heroism.

LA.RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.W.8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.

## Learning Strategies & Vocabulary

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Learning Strategies:

- Brainstorming
- Manipulatives
- Graphic Organizer
- Prewriting

Vocabulary:

- function
- negation

## Formative Assessment Opportunities

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- p. 82 Informational Writing
- p. 83 Check Understanding Chart
- p. 86 Paragraph Analyzation Chart

- p. 87 Check Your Understanding
- p. 87 Definition of Hero Chart
- p. 88 Informational Writing Prompt

## Independent Reading Link

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- p. 87 Read & Discuss

## Language & Writer's Craft: Embedded Quotations

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- p. 88 Embedded Quotations

## 1.14 Historical Heroes: Examples

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SWBAT:

- Compare texts across genres to analyze how structure contributes to meaning.
- Use examples to develop an engaging written response.
- Integrate ideas from multiple texts to build knowledge and vocabulary about a theme.

LA.RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LA.RI.8.5	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
LA.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.8.2.E	Establish and maintain a formal style/academic style, approach, and form.
LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

## Learning Strategies & Vocabulary

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Learning Strategies:

- TP-CASTT
- Diffusing

- Close Reading
- Marking the Text
- Paraphrasing
- Summarizing
- Rereading

**Vocabulary:**

allegory

## **LGBTQ**

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African American authors whose books are about LGBTQ+

[https://docs.google.com/spreadsheets/d/e/2PACX-1vSVtzseYSY\\_Ldx-rOgpJx7ZQ5juowlfKE\\_dO8XWmsMVZe6JF5M4tzS98xe3WR84Lo7PwibGZXizrFmP/pubhtml](https://docs.google.com/spreadsheets/d/e/2PACX-1vSVtzseYSY_Ldx-rOgpJx7ZQ5juowlfKE_dO8XWmsMVZe6JF5M4tzS98xe3WR84Lo7PwibGZXizrFmP/pubhtml)

## **Formative Assessment Opportunities**

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- p. 100 -101 Focus on the Sentence
- p. 101 Check Your Understanding
- p. 101 Draft Explanatory Body Paragraph
- p. 89 Knowledge Quest
- p. 91 Knowledge Quest
- p. 92 Knowledge Quest
- p. 93-94 Text Questions
- p. 94 Knowledge Quest
- p. 95 Knowledge Quest
- p. 97 Knowledge Quest
- p. 97-98 Text Questions
- p. 98 Knowledge Quest
- p. 99 Check Your Understanding
- p. 99 Douglass Character Chart

## **Independent Reading Link**

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- p. 98 Read & Recommend

## Gaining Perspectives

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- p. 99 Heroes Lincoln & Douglass

## 1.15 Transitions and Quotations

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SWBAT:

- Examine and appropriately apply transitions and embedded quotations to create coherence in writing.

LA.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.W.8.3.C	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
LA.W.8.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
LA.W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

## Learning Strategies & Vocabulary

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Learning Strategies:

- Marking the Draft
- Adding
- Substituting

Vocabulary:

coherence

## Formative Assessment Opportunities

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- p. 103-105 Mulan Paragraph
- p. 105 Check Your Understanding
- TLQCC

## 1.16 Negation Strategy of Definition

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SWBAT:

- Understand the negation strategy of definition.
- Develop an engaging idea using the negation strategy.

LA.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.W.8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
LA.L.8.5.B	Use the relationship between particular words to better understand each of the words.
LA.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Learning Strategies

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Learning Strategies:

- Quickwrite
- Marking the Text
- Drafting
- Substituting

## Formative Assessment Opportunities

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- p. 108 Check Your Understanding
- p. 108 Informational Text Writing

## Independent Reading Link

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- p. 108 Read & Connect

## 1.17 Explanatory Writing Focus: Organization

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### SWBAT:

- Identify and evaluate the effectiveness of the structural elements of a definition essay.
- Draft a thesis and outline ideas for a definition essay.

LA.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.W.8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA.W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## Learning Strategies

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### Learning Strategies:

- Close Reading
- Marking the Text
- Note-taking
- Collaborative Discussion

## Formative Assessment Opportunities

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- p. 109-113 Evaluate/Revise
- p. 111 Check Your Understanding
- p. 113 Check Your Understanding
- p. 113 Draft Body Paragraphs
- p. 115 Draft Embedded Assessment

## Independent Reading Link

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- p. 115 Tristan Segers

## Summative Assessment - Writing a Definition Essay

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SWBAT:

- Answer what defines a hero using heroes from the past, from the present, from life, and from literature.
- Write a multi-paragraph essay that develops their definition of heroism using the strategies of definition (function, example, and negation) to guide their writing.

LA.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA.W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Unit Reflection

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SWBAT:

Explain how the activities in this unit helped prepare me for success in the Embedded Assessment.

Explain which activities were especially helpful, and why.

## 21st Century Life and Careers/Technology

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CAEP.9.2.8.B.1	Research careers within the 16 Career Clusters <sup>®</sup> and determine attributes of career success.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed



	through school, home, work, and extracurricular activities for use in a career.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CAEP.9.2.8.B.5	Analyze labor market trends using state and federal labor market information and other resources available online.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.

## **Formative Assessment and Performance Opportunities**

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- Brainstorming
- Chunking
- Diffuse the Text
- Discussion Groups
- Fishbowl Strategy
- Free Writing
- Gallery Walk
- Graphic Organizers
- Group Work
- Knowledge Quest
- Mark/Annotate
- Online Unit One Assessment (Summative)
- Presentations
- Quickwrites
- Reflections
- Share and Response
- Think Aloud
- TP-CASTT
- Visual Prompts
- Writing Groups
- Writing Workshops
- ZINC Reading Lab

## **Accommodations and Modifications**

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- 1.1 Create scaffolded list of assignments of assignments to help students self monitor how close they are to attaining the skills necessary to complete the embedded assessment
- 1.1 Have students record their discussion using the Paraphrasing and Summarizing Map graphic organizer
- 1.1 Help students express their ideas by asking and answering simple questions about the quotes.

- 1.10 Flocabulary for Tone / Use movies Mary Poppins/Scary Mary
- 1.12 Echo read the poem to guide students with intonation and pronunciation
- 1.12 Student pairs work together to find one key idea from the article. They can then work together to find two or three supporting details for that idea
- 1.12 Use the echo reading strategy to guide students in reading a poem.
- 1.12 Use the Key Ideas and Details Chart to help students recognize and understand important details in a text
- 1.13 Students work in groups to discuss the visuals, identifying the definition strategy used to define the content of each visual
- 1.13 Use visuals to aid comprehension of definition strategies
- 1.13-1.15 Function, Example, Negation strategies- supplement with multiple graphic organizers, Ana, 6-Year Old Becomes a Hero to Band of Toddlers (Deamonte Love), or YouTube video of the Man in the Red Bandanna
- 1.16 Each student in a group of three will find one unfamiliar word for the group to define. Students will work together to complete the graphic organizer together.
- 1.16 Show students an exemplary essay. Teacher highlights on document camera while students highlight their individual work and matches elements to either the rubric or a modified checklist for students.
- 1.16 Use the Unknown Word Solver graphic organizer to help determine the meaning of unfamiliar vocabulary
- 1.17 Have students work together to complete an essay outline
- 1.17 Student pairs will ask and answer simple questions about different parts of the essay
- 1.2 Paraphrase and Summarize Map to help students understand, comprehend, and analyze questions
- 1.3 Conference and Discourse Starters to support students' discussion of the Hero's Journey stages
- 1.3 Have students work in pairs using the Discourse Starters in the Resources section to support discussion on the Hero's Journey stages - encourage them to use short sentences with familiar vocabulary
- 1.3 Have students work in small groups, using the conferencing strategy to help fill in gaps in each other's understanding of the different stages
- 1.3 Katy Perry song Rise with the 2016 Olympic video on YouTube
- 1.4 Allow students at an early stage in English language development to select independent reading texts in their home language
- 1.6 Reinforce with YouTube video on Odysseus and the Cyclopes
- 1.6 Allow students to work together to create central idea statements and find textual evidence
- 1.7 Brainpop A Wrinkle in Time
- 1.7 Create a full draft paragraph of the sequence of events, including appropriate sequence words and phrases
- 1.7 Have students complete a Paragraph Frame for Sequencing graphic organizer for these chapters in the Odyssey to be sure they understand the sequence of the story
- 1.7 Review the difference between a main idea and a supporting idea
- 1.7 Supplement with A Wrinkle in time clips or videos ( can have students fill out Hero's Journey Archetype Chart on this instead of Big Hero Six if necessary)
- 1.7 The Odyssey voiceover video
- 1.7 Use the Paragraph Frame for Sequencing graphic organizer to help students organize a text and put events in sequential order
- 1.8 A Wrinkle in Time movie

- 1.8 Guide students through analyzing the first page of the excerpt. The pages read left to right, top to bottom. Look at images and text. How do they relate? Look at each frame one at a time.
- 1.8 Mood has different meanings
- 1.8 Provide sentence frames to help students use verbs in different moods. Allow students to collaborate to read and analyze graphic novels
- 1.8 Provide student pairs with sentence frames to use when creating sentences in each mood
- 1.8 Show students an exemplary essay. Teacher highlights on document camera while students highlight their individual work and matches elements to either the rubric or a modified checklist for students.
- Children's Books
- ELD Graphic Organizers
- Grammar Handbook
- Independent Reading
- Independent Reading Checkpoints
- Read Aloud
- SOAPStone
- Sustained Silent Reading
- Think Aloud
- Visual Prompts
- Vocabulary for ELD
- Writing Workshops

## **Interdisciplinary Connections**

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- 1.12 & 1.13 Current Events (wars past & present)
- 1.14 Abraham Lincoln, Walt Whitman, Fredrick Douglass
- 1.15 Mulan
- 1.3 Anti-violence, compassion, friendship
- 1.5 Greek Mythology
- 1.6 The Civil War
- 1.7 Greek Mythology
- 1.8 Graphic Novel

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
SOC.6.1.8.5	Civil War and Reconstruction (1850-1877)
SOC.6.1.8.D.4.b	Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
SOC.6.2.8.D.3.c	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

## Unit Resources

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- "A Definition of a Gentleman" by John Henry Newman
- "A Man" by Nina Cassian
- "A Wrinkle in Time" by Madeleine L'Engle
- "A Wrinkle in Time" Graphic Novel by Hope Larson
- "Big Hero 6" movie
- "Fredrick Douglass" poem by Robert Hayden
- "Ithaca" by C.P. Cavafy
- "O Captain! My Captain!" by Walt Whitman
- "Odyssey" excerpt by Homer
- "Odyssey" visual with Cyclops
- "Soldier home after losing his leg in Afghanistan" by Gale Fiege
- "The Drummer Boy of Shiloh" by Ray Bradbury
- "The Narrative of the Life of Fredrick Douglass, an American Slave" by Fredrick Douglass
- "Where I Find My Heroes" by Oliver Stone
- "White House Funeral Sermon for Abraham Lincoln" excerpt by Dr. Phineas D. Gurley